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ABSTRACT

This panel report on the development of management of objectives (MBO) in the Virginia Community College System (VCCS) will be useful to any community college or community college system interested in changing to the MBO method of administration. Following a discussion of the history of centralized administration and funding which preceded the establishment of systemwide MBO, it traces the development of MBO in the VCCS and provides discussions of implementation at both large and small community colleges within the system. The key difference between its application in the large and small colleges was the availability of personnel to devote time to the initial development of goals and objectives. The advantages of MBO were similar at the large and small colleges: a clearer definition of the responsibilities of each area of the college; an assist in the revision of job descriptions for administrators; a clearer picture of college operations; and a sense of system-wide unity in the accomplishment of a single management style. In the future, there will be fewer objectives, areas of major effort will be prioritized, and individual responsibilities will be identified. The implementation time schedule, criteria for evaluating objectives, goals for the VCCS and a small college, sample assignments of objectives, and a table of routine planning elements with definitions are appended. (DC)

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HARMONIZATION WITHOUT HOMOGENIZATION:
THE VIRGINIA COMMUNITY COLLEGE SYSTEM'S
APPROACH TO MANAGEMENT BY OBJECTIVES

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This paper is adapted from a forum presented April 19, 1977,
at the annual meeting of the American Association of Community
and Junior Colleges in Denver, Colorado.

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FOREWORD

The growth of public community and junior colleges since the end of World War II has been one of the most dramatic movements in the history of American higher education. Local pride and support for these colleges have become commonplace in many states. While much attention was given during the 1950's and early 1960's to the number of colleges being built (new colleges opened at the rate of one a week!) and to rapidly rising enrollments (student enrollment increased 30 or 40 percent in one year!), a subtle but significant change was taking place in the funding of public community and junior colleges.

State after state yielded to a funding approach whereby the state assumed more and more of the responsibility for paying for the cost of buildings as well as for much of the cost for students attending the rapidly expanding public community and junior colleges. Local districts, while still providing some financial support, became less important to the establishment, funding, and survival of local community and junior colleges. Once state funding began to dominate the scene, state control quite naturally followed. Another result of state funding was the emergence of a number of highly centralized state systems of public community and junior colleges.

Virginia is one of the states that chose to establish and operate a state system of public community colleges. State systems, such as Virginia's, tend to have a high degree of centralized control. However, in order to have centralized control it is necessary to have a "controlling agency, board, or individual," or a combination of these.

Enabling legislation in Virginia created a State Board for Community Colleges (SBCC) and a State Department of Community Colleges (SDCC) headed by a Chancellor. Legal control rests with the State Board; the key to the operation of the community colleges in Virginia, however, revolves around the position of the Chancellor, the SDCC, and their relationship to the individual colleges in the System. The Chancellor is the chief executive officer of the System and the SDCC is the administrative arm. The president of each member college is in a direct line relationship with the Chancellor. All items regarding budgets, purchasing, payrolls, personnel, and any number of related items that normally might be handled on the local campus or sent directly from the local campus to the appropriate state agency must first go to the SDCC for review and processing. One can readily conclude that Virginia has a system of community colleges which has a number of controls exercised at the state level.

Can community colleges within a tightly controlled system such as the Virginia system function without a loss of autonomy? If so, how much autonomy can individual colleges maintain? One of the greatest tests for a system of community colleges such as Virginia's might well be to determine if the individual colleges can carry out a state-level mandate to establish a system of Management by Objectives while at the same time continuing to function as individual colleges serving the needs of their local regions. The following discussions examine these questions. The answers are enlightening and should be useful to other large community college systems contemplating a system-wide approach to the MBO process.

George B. Vaughan, President
Piedmont Virginia Community College

HARMONIZATION WITHOUT HOMOGENIZATION:
THE VIRGINIA COMMUNITY COLLEGE SYSTEM'S
APPROACH TO MANAGEMENT BY OBJECTIVES

THE DEVELOPMENT OF THE PLAN

Donald E. Puyear

When the Virginia Community College System (VCCS) was established in 1966, the General Assembly of the Commonwealth decided that this new approach to higher education in the state was to be a unified state-supported system under the control of a single board. Thus, from the outset, there was strong centralized control of the various colleges that came to make up the VCCS. There was also a recognition by Virginians of the need for each of the individual colleges to have enough flexibility to be able to respond to the unique needs of its service area. Therefore, throughout the short history of the Virginia community colleges, there has been a dynamic tension between the need for consistency and commonality on one hand and the need for flexibility and responsiveness on the other. Thus, the issue of achieving harmonization without simultaneously creating homogenization was an early concern of those persons instrumental in the development of the VCCS.

In the earliest years of the VCCS--from 1966 through roughly 1972--the major emphasis was upon establishing the colleges, getting the initial physical plants constructed, and creating a reputation for program quality. During these early years, each college in the system operated from a common Curriculum Guide and the programs were essentially alike at each college throughout the state. The major variance was in the availability of programs rather than any major variation in the structure or content of a

specific program. A college might (or might not) offer Mechanical Engineering Technology, but if it did, it offered the program as listed in the state Curriculum Guide. In addition to the Curriculum Guide, operating procedures, internal administrative organizations, content and format of the Faculty Handbook, and other details of college operations were described in detail in the VCCS Policies, Procedures and Regulations Operating Manual. This was not all bad; indeed it was extremely helpful since 23 colleges were to be established in less than eight years. Also, the presidents and deans of the individual colleges met frequently--sometimes almost continuously, or so it seemed--and were, to a very real extent, the authors of these procedures.

As the number of colleges grew and as the administrators and faculties at the individual colleges became more experienced and familiar with the unique features of their respective regions, this method of management by meetings, consensus, and operating manuals, became less and less appropriate.

In 1973, the Curriculum Guide was completely revised and a core curriculum concept was established. This concept established a common core for similar programs but gave individual colleges much more freedom to adapt the programs to their particular needs. During the same period, different administrative structures were evolving and the colleges were taking on their own personalities which often were quite different from the other colleges in the System. This was taking place at such a rate that it became apparent that if Virginia was to have a coordinated system, some type of accountability or control had to be reestablished. Colleges did not want to return to the earlier system of control in which each operating variable was prescribed for all; neither could the colleges or the Department of Community Colleges afford for the System

to become fragmented. Since the VCCS had been established as a centralized system and since the colleges were totally dependent upon the legislature for funding, a unified approach to the Virginia General Assembly was considered to be essential. (Throughout these middle years the VCCS was also developing a System-wide Management Information System.)

By 1974-75, a number of the colleges in the VCCS were using some type of Management by Objectives (MBO) in their internal management. The presidents of some of these colleges proposed that MBO be established on a System-wide basis to provide a results-oriented accountability model which could provide necessary controls on the output variables. If this were accomplished, it would be possible to reasonably achieve relaxation of the controls on the input and process variables. This might be restated as becoming more accountable for results and less responsible for rigidly prescribed procedures and operating guidelines.

In the spring of 1975, a plan for installing MBO in the VCCS was developed by the Research and Information (R & I) Committee of the Advisory Council of Presidents (composed of presidents from individual colleges in the VCCS) with the assistance and encouragement of the Chancellor and Vice Chancellor of the VCCS. This plan, shown in diagram form in Appendix I, was implemented as follows:

- The statements of Mission and Goals were developed with the constant involvement of the Chancellor and each of the colleges making up the VCCS. The R & I Committee prepared a draft which was transmitted, through the Chancellor, to the colleges for review and suggestions. The R & I Committee then revised the draft which again was transmitted through the Chancellor to the colleges for further suggestions and recommendations.

- During this same time period, members of the State Department of Community Colleges (SDCC) staff were researching "existing objectives." Although the System had not been operating under a formal MBO plan, there were, nonetheless, a number of existing objectives in the form of staff assignments, task force assignments and policy memoranda.
- Outside consultants were engaged to assist in the development of the program and to provide training for the SDCC and college personnel who would have to make the plan work.
- Objectives were prepared in the same manner as the statements of mission and goals. At this point the R & I Committee was augmented by additional college personnel--deans, division chairmen, and faculty members--and all of the Directors of the SDCC. This augmented committee, known as the MBO Task Force, first solicited suggestions from all colleges and from the SDCC staff. The Task Force was separated into four working groups. Each group prepared draft objectives relating to assigned goals. These objectives were reviewed by the whole Task Force and, when consensus had been reached, sent to the colleges for review. Through this cyclical process, which was repeated twice, a set of objectives was developed which was subsequently adopted by the Chancellor. The mission and goals statements were issued in the early fall of 1975 and the final objectives were published in February, 1976.
- The colleges prepared their own statements of mission, goals, and objectives and the implementation process was started in July, 1976.

Please note that this plan for management by objectives describes the relationship between the Chancellor and the individual college presidents. Moreover, the movement toward MBO was a major move away from the System's becoming a homogenized entity. While most of the colleges have adopted MBO for management within the college, this is not mandated by the plan.

A look will now be taken as to how the plan was developed and implemented at the largest and at one of the smaller colleges in the System. Following that, some statements will be made regarding the present status of the Virginia Community College Management by Objectives Plan.

IMPLEMENTATION OF MBO AT A LARGE
MULTI-CAMPUS COMMUNITY COLLEGE

Joseph G. Rossmeier

In September 1975, the President of Northern Virginia Community College established a Long Range Planning Task Force to update the current College master plan which was developed in 1967. As an initial step, the President charged the Task Force with the following responsibilities:

- To coordinate and develop mission and goals statements for the College, ensuring that all segments of the College are involved in this development;
- To develop a process for updating the long-range master plan for the College and serve as an advisory body in this process;
- To develop a process for implementing management by objectives at the College in coordination with the implementation of management by objectives in the Virginia Community College System (VCCS).

Composition of this Task Force included a representative from each of the five campuses, and the campus-without-walls institute, and several functional areas at the college staff level, including the Director of Planning, Research and Management Services who was assigned to chair the Task Force.

About the time the Task Force began its activities, the first draft of the VCCS mission and goals statements was sent to the College for

Note: Northern Virginia Community College is located in the Washington, D.C., metropolitan area. It has five campuses and had 26,557 students enrolled in credit courses in the fall quarter, 1976.

review. The Task Force became the logical group to assess the impact of these statements on the College. In assessing the draft, the Task Force quickly realized that the general framework employed by the Research and Information (R & I) Committee of the Advisory Council of Presidents was very conducive for developing institutional mission and goals statements. After reviewing existing College historical documents, including the current master plan, and finding little evidence of previously defined mission and goals statements, the framework derived by the R & I Committee appeared to offer a most viable approach in developing institutional statements. As an initial step the Task Force, after modifying slightly the R & I Committee framework, began formulating institutional mission and goals statements.

Once the first draft of these statements was completed each campus representative held an open hearing at his respective campus to solicit input from administrators, faculty, classified staff, and students. Comments, suggestions, and criticisms from these sessions were incorporated into another draft of mission and goals statements which subsequently required little change after being reviewed by campus constituents. One frequent comment emanating from these sessions concerned an apparent dislike of the term "management by objectives." This concern seemed to be expressed, at least in part, by those persons who had been either directly or indirectly associated with the Defense Department during the McNamara days. As a result, the Task Force dropped the term from all succeeding documents and instead employed the term "mission, goals and objectives statements."

The next step was to develop objectives statements. The setting of objectives was one of the most difficult tasks in establishing the initial mission, goals and objectives statements. For this reason, the

Task Force attempted to identify and validate projects, programs, and activities currently being conducted on a college-wide basis by individuals, organizational units, and committees, and to assign an appropriate time frame in which to accomplish these tasks. The Task Force wrote objectives to fill major voids within certain educational program and operational goal areas.

As the Task Force continued to develop these objectives statements, it kept in mind three fundamental principles of institutional success:

- To be successful, an institution must clearly articulate and focus on its purposes so that each phase of its daily operations is aimed at meeting its overall goals;
- Such a concentration of coordinated effort can only be achieved through a systematic planning process;
- Careful planning can help increase individual awareness of personal contributions toward achieving the goals of the institution and thus encourage the best possible use of the present.

Members of the Task Force committed themselves to these principles and to corollary principles of good planning while conducting the arduous task of completing the most basic phase of planning. Throughout this initial effort of setting the mission, goals and objectives, the Task Force solicited input from faculty, administrators, classified staff and students on each campus. Many individuals not on the Task Force provided information related to these statements. This participation was imperative for achieving college-wide support and commitment to the decisions that were reached at the planning level. It was the responsibility of the Task Force throughout this effort to define carefully and to ensure

that reasonable and meaningful participation took place before any fundamental decisions regarding the objectives were reached.

The objectives statements were not designed to evaluate any particular management style, office, or individual. Rather, the intent was to reflect college-wide tasks that should be scrutinized during the first year of implementation for the purpose of evaluating the progress of MBO and the extent to which outcomes were achieved as a result of objectives statements.

Upon implementation of the first-year statements the President of the College designated the Office of Planning, Research and Management Services to monitor the implementation of the objectives during the 1976-77 academic year. A set of criteria for evaluating an objective was developed for the purpose of aiding those individuals involved to understand better the standards and expectations upon which accomplishment of objectives should be judged. These criteria are shown in detail in Appendix II.

Objectives were not designated to be implemented below the administrative level. Rather, the statements developed were to give the College a definite stated direction with built-in flexibility. If any objective was found unreasonable or overly ambitious during, or at the conclusion of, the first year of implementation, it could be modified, reassigned, or eliminated.

A cursory review of the current objectives indicates that an evaluative approach has been taken in the first year. The intent was to develop a meaningful series of college-wide tasks which would require the evaluation of various college processes and activities. In essence, the Task Force has taken seriously the wisdom of Abraham Lincoln when he

asserted, "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it." Task Force members viewed the concept of long-range planning with the idea of first assessing where the College has been, then reviewing where it is now, and finally determining where it should go.

In summary, the R & I Committee played a key role in developing System-wide statements and in establishing a direction for institutional statements. Without this guidance, the College Task Force could have spent endless hours debating various alternatives for establishing institutional mission, goals and objectives statements which would ultimately have to coincide with the System-wide management by objectives statements. Review of the final statements verified that there was a high degree of harmonization achieved between NVCC and the other components of the VCCS. This review also verifies that the objectives were particularly suited to the institutional environment at NVCC.

IMPLEMENTATION OF MBO AT A SMALL
RURAL COMMUNITY COLLEGE

Thomas R. Burke

The previous discussion described how a large, multi-campus community college approached the VCCS goals and objectives, developed its own set of goals and objectives, and implemented MBO at the local level. An obvious question is how could a small rural college hope to accomplish the same System objectives as an institution such as Northern Virginia Community College? This was a question that officials at Mountain Empire Community College (MECC) were asking themselves when the VCCS goals and objectives were received. After analyzing the System goals and objectives, however, it became clear that MECC was to address the same System goals and objectives--yes; but with goals and objectives that were as unique as the institution itself.

There are certain problems which, while present at larger institutions, are magnified at smaller institutions. Each faculty member usually serves on at least one committee, if not two or three. Often they must "wear different hats," such as history professor and affirmative action coordinator or physical education instructor and student activities coordinator. Mountain Empire is no different from any other small college in this respect; consequently, faculty members were not overly enthusiastic about serving on a committee charged with developing College goals and objectives which were expected to mesh with forthcoming System goals and objectives.

Note: Mountain Empire Community College is located in the far southwestern part of Virginia in a mountainous region bounded by West Virginia, Kentucky, and Tennessee. It had 1,025 students enrolled in credit courses in the fall quarter, 1976.

The first step in Mountain Empire's implementation of MBO was for the President of the College to introduce the VCCS approach to MBO in a general faculty meeting. Ideas for possible College goals and objectives were solicited from the faculty, and later from students, staff, the College Board, and local citizens. It was also determined at the meeting that MBO is exactly that--management by objectives. Thus the College Management Team should be primarily responsible for the process of implementing institutional goals and objectives.

The next step in the implementation of MBO was the designation by the President of a MBO coordinator who collected all the ideas for College goals and objectives as submitted by faculty, staff, students, College Board, and local citizens, and maintained them until the System goals and objectives were received. Upon receipt of the System plan, the MBO coordinator's duties became all the more critical. While maintaining a close working relationship with the President, the MBO coordinator was to do the following:

- Become thoroughly familiar with all System goals and objectives;
- Coordinate the development of College goals and objectives;
- Distribute System goals and objectives to the College Management Team;
- Develop, with the College Board, President and Deans, College goals that complemented System goals;
- Distribute College goals to the College Management Team for consensus;
- Recommend final College goals to the President;
- "Key" College goals to System goals and distribute copies to the College Management Team and the faculty.

After the goals of the College had been determined, the development of objectives that would mesh with System objectives was initiated. Once again the MBO coordinator played the lead role in the development process. While maintaining close communication with the President, the coordinator was to accomplish the following:

- Solicit ideas for College objectives from the College Management Team and the faculty;
- Correlate suggested College objectives with System objectives;
- Develop objectives for any omitted System objectives that needed to be included in the College plan;
- Distribute a draft of College objectives to the College Management Team for suggestions, revisions, or additions;
- Recommend final College objectives to the President for approval;
- "Key" College objectives to System goals and objectives;
- Compile a final report of College goals and objectives and distribute it to the College Management Team, the faculty, and the College Board. See an example of one System goal, with a related System objective, and the corresponding College goal and objective, in Appendix III.

Once the College goals and objectives were determined, the objectives were assigned to the four major areas of the College for completion and evaluation. Each top administrator (the President, the Dean of Instruction, the Dean of Student Services and the Business Manager) was responsible for seeing that the objectives assigned to their area were accomplished, with the President being ultimately responsible for the overall completion of College objectives. Administrators within each area then developed their own personal goals and objectives aimed at completing the College objectives assigned to their given areas.

In order to provide continuing documentation and evaluation, each area of the College now maintains a loose-leaf notebook of assigned objectives. A master set of College goals and objectives is maintained in the Office of the President. Each objective is listed on a simple one-page form. As an objective is accomplished the appropriate administrator completes the form, attaches any supporting documentation, and submits the form for inclusion in the master set of College goals and objectives. If it is discovered in the process that an objective needs some revision, this is noted on the form and the revised objective is then included in the MBO plan. Examples of these forms are found in Appendix IV.

As with all management systems, MBO has certain disadvantages that should be considered before implementing the process. These disadvantages are discussed in the many monographs available on the topic. In Mountain Empire's specific approach, the major disadvantage was the amount of time and energy spent on the initial development of College goals and objectives by the MBO coordinator. Any institution contemplating MECC's approach should consider release time for the coordinator during this critical period.

The advantages of the approach outlined above appear after the College objectives are determined. First, objectives help to more clearly define the role and responsibilities of each area of the College. They aid in the revision of job descriptions for administrators in each of the areas. They assist in presenting a clearer picture of the operation of the College as a whole. And finally, College objectives that in turn aid in the accomplishment of System objectives indicate that Mountain Empire Community College is indeed an integral part of the Virginia Community College System.

CURRENT STATUS OF THE PLAN

Donald E. Puyear

A full year has now (April, 1977) elapsed since the initial statements of Mission, Goals, and Objectives were established. These discussions have described how and why the Virginia Community College System MBO program was started and how it was implemented at two of the colleges in the System. Now let us look at how well the plan worked during the first year, what changes are being made for the coming year, and what lessons have been learned that may be of use to other colleges which may wish to consider such a plan.

The VCCS is now well into the second cycle of MBO. The Task Force has prepared draft objectives for 1977-78 which were sent to the colleges for review and which have subsequently been refined and submitted to the Chancellor for adoption. The Chancellor has met with some, but not all, of the Presidents to review their progress during the past year. Several of the Colleges that have used MBO within the college have reported that they have been able to achieve much more than had been possible with their previous management practices.

In short, considerable progress has been made, MBO has been helpful, but the System has some way to go before it is fully implemented.

During the first year, which was a "shake-down" year, the System may have tried to do too much. The list of objectives was certainly too long and wide-ranging; specific responsibilities for action were not as well stated as they should have been; and the periodic reporting and follow-up was not established as firmly as will be necessary.

For next year the long list of routine objectives (many of which were restatements of policy requirements) will be replaced by the single Table of Routine Planning Elements shown in Appendix V. This table will bring the System's Management Information System (MIS) directly into the MBO process. These planning elements will provide a quick summary of each college's performance and should suggest where more in-depth analysis is needed.

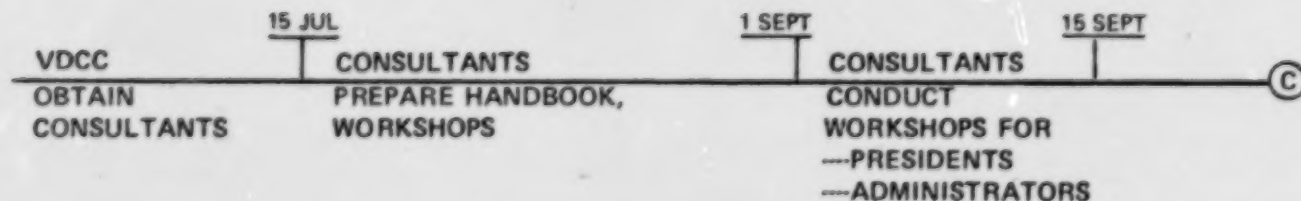
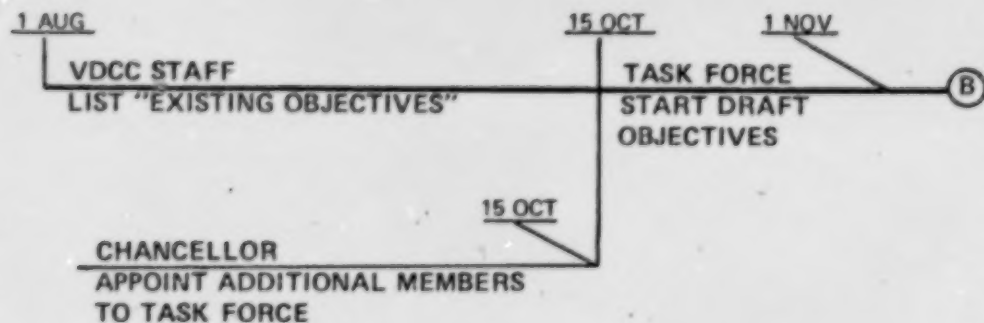
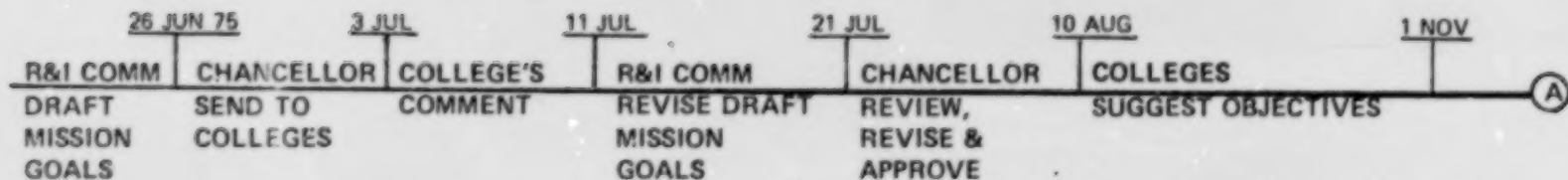
The list of developmental objectives will be much shorter than last year. In fact, the list will be cut by over two-thirds. The new objectives will clearly state who (the Chancellor, a Deputy Chancellor, or the College President) will be responsible for initiating the actions to accomplish the objective. These objectives will indicate the areas in which major efforts will be required and represent the highest priorities in the System.

In retrospect, the VCCS has done rather well so far. The plan was developed before implementation began; all levels of management were involved in the development of the statements of Mission, Goals, and Objectives; and consultants were used to guide us through the development phase. The first year had a minimal amount of accountability. The System is now ready to move ahead with vigor and confidence to demonstrate that harmonization can indeed be accomplished without homogenization.

APPENDIX I

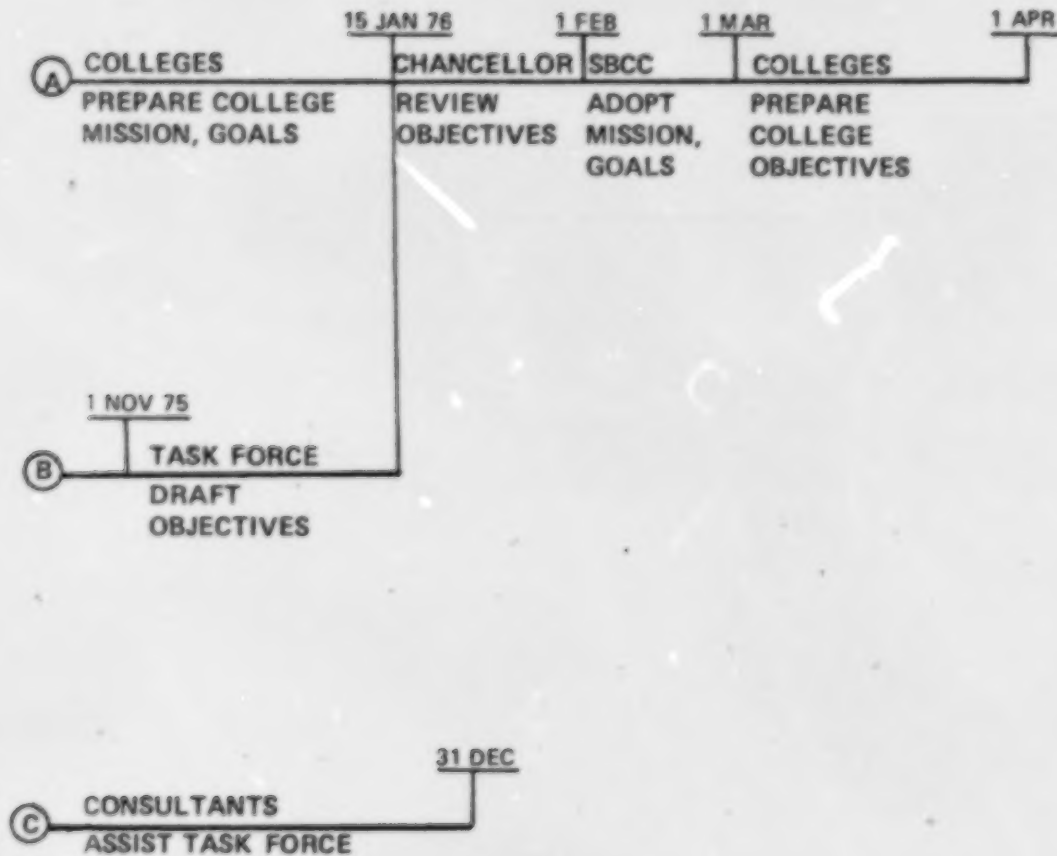
PLAN FOR INSTALLING M.B.O. IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

START-UP



PLAN FOR INSTALLING M.B.O. IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

START-UP, CONTINUED



APPENDIX II
Northern Virginia Community College

CRITERIA FOR EVALUATION OF OBJECTIVES

Stage I - Evaluation by Implementors

1. Please evaluate the following objective:

2. Rank this objective in terms of clarity and specificity.

Out- Standing	Strong	Competent	Weak	Unacceptable
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3. Please answer the following:

A. Was this objective properly assigned in charging you with its implementation? (If no, to whom would you suggest it be assigned?)

Yes Somewhat No _____

B. Did you have sufficient authority to implement? (If no, what specific additional authority did you need?)

Yes Somewhat No _____

C. Did you have sufficient time to implement? (If not, why not? How much additional time did you need?)

Yes Somewhat No _____

4. Was the objective worthwhile? (Please explain, if other than Yes.)

Yes Somewhat No _____

5. Rank degree to which objective has been met.

Out- Standing	Strong	Competent	Weak	Unacceptable
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6. Who else could evaluate how well the objective has been met?

Criteria for Evaluation - Page 2

7. List criteria that you used for evaluating the success of implementation. (If there is a problem in so determining, is it because the objective was not clearly and specifically stated?)

8. Have the Mission, Goals and Objectives Statements given you an improved sense of place and direction in your work?

Very Signif- icantly	Signif- icantly	Somewhat	Very Little	Not At All
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9. Has the effort required to implement this Mission, Goals and Objectives Statement technique been offset by tangible benefits to the College as a whole?

Very Signif- icantly	Signif- icantly	Somewhat	Very Little	Not At All
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10. Please indicate any other comments about the accomplishment of this objective which you feel are important.

Stage II - Evaluation by Long Range Planning Task Force, using Stage I Results

1. Should objective be revised? If so, in what manner?

2. Should assignment of objective be revised? If so, to whom should it be assigned?

3. Should content be revised? If so, in what way?

4. Overall, how well was the objective met?

5. Is the evaluation process for determining whether or not objective was met sufficient?

6. What, if any, refinements in evaluation criteria are needed?

7. Have the Mission, Goals and Objectives Statements helped provide overall institutional direction?

8. Is there support for the effort to continue for the 1977-78 Academic Year? Why or why not?

9. Does the Long Range Planning Task Force recommend continuation? Why or why not?

APPENDIX III

EXAMPLE OF VCCS GOAL AND OBJECTIVE WITH CORRESPONDING

MOUNTAIN EMPIRE COMMUNITY COLLEGE GOAL AND OBJECTIVE

Virginia Community College System

Educational Program Goal A.1.

To offer Associate in Applied Science Degree Programs to prepare individuals for careers as technicians and paraprofessional workers.

Developmental Objective D13.

By January 1, 1977, seventy percent of the 1975-76 graduates of the AAS programs who actively seek employment in their respective areas of training will have obtained positions related to that preparation.

(P-2) (SG-A1)

Mountain Empire Community College

Educational Program Goal A.1.

To insure that the Associate in Applied Science Degree Programs offered by the College are designed to prepare students for their chosen careers and to meet the needs of industry, business, the professions and governments of the region served by the College.

(SG-A1)

Developmental Objective D22.

Seventy percent of the 1975-76 graduates of the AAS programs who actively seek employment in their respective areas of training will have obtained positions related to that preparation by December 1, 1976. (CG-A1) (SG-A1) (SO-D13/P-2)

APPENDIX IV

Mountain Empire Community College
Examples of Assignment of Objectives
and Reporting of Results

GOAL: CG-A7

To insure that Student Development Services at the College are designed to facilitate the educational progress of students and to assist them with decisions regarding occupational, educational, and personal goals.

OBJECTIVE: D42 (P-3)

Conduct a faculty advisor workshop for all new faculty during the September, 1976, faculty in-service training session.

ASSIGNED TO: Student Services

DATE: July 1, 1976

DATE FOR ACHIEVEMENT OF OBJECTIVE: September 30, 1976

ACTION TAKEN/RESULTS AND CONCLUSIONS:

The Dean of Student Services accepted responsibility for including faculty advising on the September, 1976, faculty in-service agenda. Due to the expressed desires of the MECC faculty, a faculty advisor workshop was conducted September 20-21, 1976, for the entire faculty. The first part of the workshop centered on counseling. The second phase of the workshop was directed by a Counselor at MECC and concentrated on faculty advising.

The results of the workshop were positive; for example, CHEM 111 and MATH 161, two courses that have traditionally suffered from low enrollment, filled during registration. A follow-up to faculty advising is being planned for the future.

DATE ACHIEVED: September 21, 1976

GOAL: CG-C1

To develop programs, courses and services based on the assessed needs of individuals and the needs of industry, business, the professions and governments in the region served by the College.

OBJECTIVE: D8 (P-1)

Develop a survey to assess manpower needs and skills of identified industries, businesses, professions and governments not later than December 1, 1976.

ASSIGNED TO: Instructional Services

DATE: July 1, 1976

DATE FOR ACHIEVEMENT OF OBJECTIVE: December 1, 1976

ACTION TAKEN/RESULTS AND CONCLUSIONS:

It was suggested that, in light of the fact that many of the people in the College service area have recently been surveyed by MECC and several other agencies and organizations, the development of still another general survey would not serve its intended purpose at this time. Instead it was decided that the College should concentrate more on possible services that it can offer within its limited resources and provide information on such offerings to identified businesses, industries, professions, and governments.

It was also decided that follow-up studies would be conducted to further assess interests previously expressed by industries, businesses, professions, and governments. The first study will concern an interest expressed by local law enforcement agencies for a police science curriculum.

DATE ACHIEVED: December 1, 1976

GOAL: CG-C1

To develop programs, courses and services based on the assessed needs of individuals and the needs of industry, business, the professions and governments in the region served by the College.

OBJECTIVE: D8-X (P-1)

Develop a survey to assess the needs of local law enforcement agencies not later than February 1, 1977.

ASSIGNED TO: Instructional Services

DATE: December 1, 1976

DATE FOR ACHIEVEMENT OF OBJECTIVE: February 1, 1977

ACTION TAKEN/RESULTS AND CONCLUSIONS:

The Chairman of the Division of Humanities and Social Sciences accepted the responsibility for the development of the survey. Utilizing the resources of the Division of Continuing Education, as well as the Division of Humanities and Social Sciences, the survey was developed and mailed to all county and local law enforcement agencies in the service region. Results and conclusions are yet to be determined.

DATE ACHIEVED: January 27, 1977

APPENDIX V

Table of Routine Planning Elements
With Definitions

TABLE OF ROUTINE PLANNING ELEMENTS

Page 1 of 2

ORGANIZATIONAL UNIT _____

Date Prepared _____

ROUTINE PLANNING ELEMENTS	ACTUAL LAST BIENNIUM			CURRENT BIENNIUM						PROJECTIONS		
	1974-75	1975-76	1974-76 BIEN.	1976-77		1977-78		1976-78 BIENNIUM		1978-79	1979-80	1978-80 BIEN.
				PROJ.	ACT.	PROJ.	ACT.	PROJ.	ACT.			
1. Annual FTES Enrollment												
2. Fall Headcount -- Credit Courses			XXX					XXX	XXX			XXX
3. Annual Unduplicated Headcount - Non-Credit Courses	XXX	XXX	XXX	XXX	XXX	XXX	XXX	SEE	NOTE	IN DEFINITIONS		XXX
4. Non-curricular headcount/total headcount (Fall Qtr.)			XXX	XXX				XXX	XXX			XXX
5. Total State Budget (X 1000)												
6. Total Expenditures (X 1000)				XXX				XXX		XXX	XXX	XXX
7. Appropriation per FTES					XXX		XXX		XXX			
8. Total Expenditures/FTES				XXX		XXX		XXX		XXX	XXX	XXX
9. Instructional Expenditures/Total Expenditures				XXX				XXX				
10. Student Services Expenditures/Total Expenditures				XXX				XXX				
11. LRC Expenditures/Total Expenditures				XXX				XXX				
12. Total FTE Teaching Faculty			XXX									
13. Full-time Teach. Fac./Part-time Teaching Faculty Ratio			XXX	XXX								
14. FTES/FTE Teaching Faculty Ratio			XXX	XXX								
15. Total FTE Administrators			XXX									
16. Teaching Faculty/Administrator Ratio			XXX	XXX								
17. Total FTE Support Staff			XXX	XXX								
18. Teaching Faculty/Support Staff Ratio			XXX	XXX								
19. Fall Headcount Enrollment/Counselor Ratio			XXX	XXX								
20. Space Utilization -- Classroom (Day)	XXX	XXX	XXX	XXX	XXX	XXX	XXX	SEE	NOTE	IN DEFINITIONS		XXX
21. Space Utilization -- Classroom (Evening)	XXX	XXX	XXX	XXX	XXX	XXX	XXX	"	"	"	"	XXX
22. Space Utilization -- Laboratory (Day).	XXX	XXX	XXX	XXX	XXX	XXX	XXX	"	"	"	"	XXX

TABLE OF ROUTINE PLANNING ELEMENTS

Page 2 of 2

ORGANIZATIONAL UNIT _____

Date Prepared _____

ROUTINE PLANNING ELEMENTS	ACTUAL LAST BIENNium			CURRENT BIENNium						PROJECTIONS		
	1974-75	1975-76	1976-76 BIEN.	1976-77		1977-78		1976-78 BIENNium		1978-79	1979-80	1978-80 BIEN.
				PROJ.	ACT.	PROJ.	ACT.	PROJ.	ACT.			
23. Number of Volumes in Library/Campus (X 1000)			XXX					XXX	XXX			XXX
24. Daily Use LRC/FIES	XXX	XXX	XXX	XXX	XXX	XXX	XXX	SEE	NOTE	IN DEFINITIONS		XXX
25. Fall Headcount as Percent Total Population			XXX					XXX	XXX			XXX
26. Course Drop-Out/Completion Ratio			XXX	XXX				XXX	XXX			XXX
27. Average G.P.A.			XXX	XXX		XXX		XXX	XXX	XXX	XXX	XXX
28. Percent University-Parallel Graduates Continuing Their Education			XXX	XXX				XXX	XXX			XXX
29. Percent Occup. Grad. in Jobs Related to their Educ., or Who are Continuing their Education Full-time			XXX	XXX				XXX	XXX			XXX
30. Graduates as a % of FTE Curricular Students			XXX	XXX				XXX	XXX			XXX
31. Percent Students Receiving Financial Aid			XXX	XXX				XXX	XXX			XXX
32. Total Financial Aid/FIES			XXX	XXX				XXX	XXX			XXX

DEFINITIONS OF ROUTINE PLANNING ELEMENTS

1. Annual FTE Enrollment. The total number of student credit hours produced in the Summer, Fall, Winter, and Spring quarters of an academic year divided by 45. The actual FTE Enrollment (FTES) shall be that reported to the State Council of Higher Education for Virginia (SCHEV) in the Student Data Module and shall include both on-campus and off-campus courses. The projected FTES shall be the official enrollment projections (SCHEV 2B) which are the basis of the Maintenance and Operations budget appropriations. IEP related data element.
2. Fall Headcount -- Credit Courses. The total number of different people enrolled in credit courses at the census date of the Fall Quarter. The actual Fall Headcount (credit) shall be that reported to SCHEV in the SCHEV B-3, On-Campus Headcount Report and the SCHEV B-2, Off-Campus Headcount Report. The projected Fall Headcount shall be the official enrollment projections (SCHEV 2B) which are the basis of the M&O budget appropriations.
3. Annual Unduplicated Headcount -- Non-Credit Courses. Definitions for this data element will be developed by a task force at a later date.
4. Non-curricular Headcount/Total Headcount (Fall Quarter). Non-curricular headcount includes all unclassified students (developmental students are excluded) divided by total full headcount for credit courses (Element 2).
5. Total State Budget. The total appropriation for Education and General Expenses including both General Funds and Special Funds. Funds appropriated for auxiliary enterprises or Capital Outlay projects are not included.
6. Total Expenditures. The total expenditures for Educational and General Expenses including Federal Grants or other grants which were utilized directly or indirectly for the Educational and General operation of the organizational unit. Funds going directly to students (financial aid), expenditures for auxiliary enterprises, or Capital Outlay projects are not included.
7. Appropriation per FTES. This is determined by dividing Total State Budget (Element 5) by projected Annual FTES from SCHEV 2-B form.
8. Total Expenditures/FTES. This is determined by dividing the Total Expenditures (Element 6) by the actual Annual FTES Enrollment. IEP related data element.
9. Instructional Expenditures/Total Expenditures. Total expenditures for Regular Session Instruction, Summer Session Instruction, and Off-Campus Instruction, (less LRC expenditures - Element 11) divided by Total Expenditures. IEP related data element.

10. Student Services Expenditures/Total Expenditures. Total expenditures for Student Services divided by Total Expenditures.
11. LRC Expenditures/Total Expenditures. Total expenditures for the Learning Resource Center (Library, Learning Laboratories, and Audio-Visual Services) divided by Total Expenditures.
12. Total FTE Teaching Faculty. Total FTE Teaching Faculty is the sum of:
 - a. The number of full-time teaching faculty (less FTEF release time for administrative duties).
 - b. Full-time-equivalent lecturers.
 - c. FTEF equivalent teaching load of the administrative staff (less counselors).
 - d. FTEF equivalent teaching load of counselors.

IEP related data element.
13. Full-Time Teaching Faculty/Part-Time Teaching Faculty Ratio. The number of full-time teaching faculty (less FTEF release time for administrative duties) (Subelement 12.a.) divided by the sum of full-time equivalent lecturers and the FTEF equivalent teaching load of the administrative staff and counselors (Subelements 12.b., 12.c., and 12.d.) Note: This is intended to provide an index of the proportion of the total instructional effort done by full-time faculty members. IEP related data element.
14. FTES/FTE Teaching Faculty Ratio. The Annual FTE Enrollment divided by the Total FTE Teaching Faculty. IEP related data element.
15. Total FTE Administrators. The FTE Administrators include:
 - a. The number of administrative faculty members (including the President) on November 1.
 - less b. The number of counselors on November 1 (the Coordinator of Counseling Services is counted in this exclusion).
 - less c. The FTEF equivalent teaching load of administrators (Subelement 12.c.).
 - plus d. The FTEF release time of Teaching Faculty for administrative duties. (Subelement 12.a.) IEP related data element.
16. Teaching Faculty/Administrator Ratio. The total FTE teaching faculty divided by the total FTE administrators. IEP related data element.
17. Total FTE Support Staff. The total number of Full-time equivalent classified positions filled on November 1.
18. Teaching Faculty/Support Staff Ratio. The total FTE teaching faculty (Element 12) divided by the total FTE Support Staff (Element 17).
19. Fall Headcount Enrollment/Counselor Ratio. The Fall Headcount in credit courses divided by the number of FTE counselors. The Coordinator of Counseling Services is included in the number of

counselors. The number of FTE counselors is the number of counselors less the FTE Teaching load of counselors. IEP related data element.

20. Space Utilization -- Classroom (Day). Definitions for this data element will be developed by a task force at a later date after SCHEV definitions have been published.
21. Space Utilization -- Classroom (Evening). Definitions for this data element will be developed by a task force at a later date after SCHEV definitions have been published.
22. Space Utilization -- Laboratory (Day). Definitions of this data element will be developed by a task force at a later date after SCHEV definitions have been published.
23. Number of Volumes in Library/Campus. The total number of volumes (books, reels of microfilm, etc.) catalogued and ready for circulation and/or reference divided by the number of campuses.
24. Daily Use LRC/FTES. Definitions for this data element will be developed by a task force at a later date.
25. Fall Headcount as Percent Total Population. Fall Headcount in credit courses (Element 2) as a percent of the total population of the service region.
26. Course Drop-Out/Completion Ratio. The sum of the enrollment of all courses on the census dates of the Summer, Fall, Winter, and Spring Quarters divided by the number of passing grades (A, B, C, D, S) issued during the same quarters. R grades will be dropped both from the numerator and denominator of this calculation.
27. Average G.P.A. The total quality credits awarded divided by the total credits attempted during the Summer, Fall, Winter, and Spring Quarters.
28. Percent University Paralleled Graduates Continuing Their Education. The percent of the graduates of A.A. and A.S. programs enrolled in college during the Fall Quarter (Semester) of the following year as determined by a valid follow-up survey.
29. Percent Occupational Graduates in Jobs Related to Their Education, or Who are Continuing Their Education Full-time. The percent of the graduates of A.A.S., Diploma, or Certificate programs either employed in jobs related to their community college program or who are continuing their education full time during the Fall Quarter (Semester) of the following year as determined by a valid follow-up survey.
30. Graduates as a Percent of Full-time Equivalent Curricular Students. The total number of graduates as a percent of the FTE students enrolled as curricular (e.g. not "developmental" or "unclassified") students during the preceding Fall Quarter. For this purpose, Summer graduates shall be included with the preceding Spring graduates.

31. Percent Students Receiving Financial Aid. The number of students receiving financial aid through programs administered by the College as a percent of the Annual FTES (Element 1).
32. Total Financial Aid/FTES. Total financial aid funds awarded through programs administered by the college divided by the Annual FTES (Element 1).

Any data element which is noted as "IEP related data element" shall use the definitions contained in the Virginia Information Exchange Procedures (VAIEP) published by SCHEV.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 7 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES